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EDITORIALS

Instantaneous Decisions

When Babe Ruth goes to the bat there is more widespread interest than when any other man steps to the plate. By the by, the home base is "the plate," each of the other three is "the bag." The pitcher is no friend of Babe Ruth. He stands there and swings his arm in a tentative way to warm up, then let's fly a ball that he hopes Babe Ruth will try in vain to hit. It must be tempting, hypercritically alluring. It is to be one for Babe Ruth to strike at but not hit.

Babe Ruth has to decide more issues in two seconds than anyone else has ever decided in the same length of time. That is why he has had fifty-nine "homers" to his credit in one year.

He must decide the speed of the "sphere," whether it will maintain its speed or fade away, whether it will come in a straight line or play some trick downward or sidewise just before it reaches him. He must decide these and other things without giving them a tenth of a second's thought. If he detours his mind to any one of these details he will be lost. His world-fame rests upon the fact that he makes all of these estimates automatically and instantaneously.

This is as true in life as on the diamond. Life's success depends upon having all essentials decided instantaneously without conscious thought. If any one stops to ask whether a certain thing is honest he is in no sense honest.

A mother traveling two thousand miles with a son seven years old, but who did not look it, handed the conductor a half ticket for the little fellow, and the conductor said: "You could have passed him for under six."

"Yes," she replied, without a second's hesitancy, "but he would know."

There is no honesty if one hesitates for a second. There are no home runs for a batter who hasn't been trained to instantaneous right estimates.

This should be impressed upon every parent as well as every teacher, and through both upon every child.

We could write a volume upon what we know to have been done, and left undone, by parents and teachers who have been nurses of crime because they were not instantaneously honest.

Herbert Quick, in his eminently famous arti-

cles on "The Way of a Man" in the Saturday Evening Post, tells of one trick to which he confesses, which was technically true, but wholly dishonest, which he wrote about his age for his mother to sign, but it enabled him to teach. We knew Herbert Quick intimately for the last twenty-five years of his life, and we know of several decisions of professional importance, and he had learned to make right instantaneous decisions to an extent that few have done.

Don C. Bliss, president of the State Teachers College, Trenton, New Jersey, and George H. Black of the State Teachers College, Ellensburg, Washington, are good samples of men who magnify in teacher preparation many things aside from subject method.

The lesson of Babe Ruth at the bat is a more telling bit of biography than most of the lessons from the "Biographies of Great Men," infinitely more telling than a vast amount of the provisions of the latest curriculum.

A Parental Strike

The strike mania has reached a stage that is liable to be either tragedy or comedy. Sometimes it seems to be one, sometimes the other; sometimes both. One thing seems to be entirely clear, that is, Boards of Education and school officials have no such authority as they once had. The people reign in education as they did not in other days. The compulsory school law with its local, county and state attendance officers has had a relatively easy time autocratically and, naturally, school officials have done whatever they knew to be best for efficient administration without bothering to ask what children, their parents, and sometimes the teachers, thought about it.

Fortunately, or unfortunately, democracy just now does not enjoy being told to do anything that in any way disturbs its peace of mind.

There has been a demonstration recently in a Western city that can be considered tragedy or comedy, according to one's point of view.

There were three schools, X——, Y—— and Z——, that presented administrative problems when the schools opened in September.

School Z——had more pupils than could be provided for. Some relief must be had at once.

School Y—— had vacant rooms, an abundance of them, but School Z—— was not so situated that the surplus could go to School Y——.

Now School X——was within easy-walking distance of the vacant rooms in School Y——.

But School X—— had no occasion to go to School Y——, because they were not overcrowded.

But some one hundred forty children of School X—— were in portables, and it was business efficiency to take these children out of these portables and send them ten blocks, more or less, to the vacant rooms in Y—— and move the portables to School Z——. All this was as simple as moving pawns on a chess board and soon it was so ordered.

It is not surprising that the mothers of one hundred and forty children did some thinking for themselves, and they saw that their boys and girls could not come for luncheon as had been their practice. Luncheons must be put up for their boys and girls, and this would disturb domestic relations, and it was easy to plead the health proposition so prominent today.

The portables were theirs. Why should they be made so uncomfortable and the health of their dear ones be jeopardized just to make it easy for the school officials to solve their problems?

To shorten the story the parents of the one hundred and forty children ordered a "strike," and their children did not go to School Y——. This made an awkward situation for the principals of Schools X——, Y—— and Z——; for teachers in Schools X—— and Z——; for the school officials who issued the orders; for the Board of Education; yes, for leaders of all political parties, but it was a bonanza business proposition for the daily press.

Of course there were persons, not in that district, who could profit by just such a complex as that.

It is liable to be some time before a school system can be handled on a purely business efficiency basis.

Consolidation in Pennsylvania

Dr. Lee L. Driver, in charge of the Department of Rural Education of the Pennsylvania Department of Public Instruction, is making a remarkable record. From 150 consolidated schools operating in Pennsylvania six years ago, the number has now grown to 433, with 100 more projects on the way that will abolish 400 one-teacher schools.

He says: "The bus that hauls children from all over an extensive township, or several townships, to a single central building, splendidly equipped, well lighted and comfortable for work and surrounded by broad grounds for outdoor play, is making possible the realization of the ideal. By concentrating their resources in the maintenance of a single plant, school directors are able to afford to future citizens advantages comparable with those in the cities. Sometimes they are superior to the other schools, for they are less crowded. To the extent that they relieve the congestion in urban districts, these rural institutions are likewise a blessing to the metropolis. But they serve more than the children. They are community centres. As meeting places in the evening for adults they promote a feeling of solidarity. They encourage social organization."

Appreciating Mary Dabney Davis

One phase of United States Commissioner Tigert's notable service is his selection of talent whenever a vacancy occurs or a position is created. We have recently spoken appreciatively of his selection of Hon. L. R. Alderman for the new Department of Adult Education and now we congratulate the country most heartily upon Dr. Tigert's selection of Miss Mary Dabney Davis, who received her doctor's degree at Teachers' College, New York, last June, as specialist in kindergarten and primary education. Miss Davis has had exceptional opportunities for professional equipment for this service and has rare personal qualities for inspiring leadership in the Bureau of Education, and of the country through the Bureau of Education.

The Delineator Prize

The Delineator, the Butterick Publishing Company, Butterick Building, New York, Mrs. William Brown Meloney, editor, offers a worthwhile prize. If you are interested, and many teachers are sure to be interested, write immediately for particulars, as the essay must be in Mrs. Meloney's hands by January 7, 1926. Write to "Prize Contest Editor," Butterick Building, New York, N.Y.

William Wood Parsons

In the passing of William Wood Parsons, president emeritus of Indiana State Normal School, Terre Haute, education loses a professional leader who had a record in length of administrative service, in virility of professional thinking, in influence through platform activity and characteristic personality unrivaled by any other educator in the state.

Noble Red Caps

Personally we have paid "Red Caps" many a "quarter," and we have always felt that it was a legitimate tip because of the relief it brings, and hereafter we shall feel that it is a civic, patriotic, educational investment.

The "Red Caps" in Chicago's famous new station have endowed a University scholarship, to be awarded each year to the son of a station porter who has achieved the highest high school record in English, mathematics, history and chemistry. The scholarship is valued at $200 a year. Each porter has pledged himself to give a dollar a year until the winners have completed their college courses.

The first winner of the scholarship, Marcus Carpenter, nineteen years old, is now a freshman at Howard University, Washington, D.C. Among other requirements, the winner of the award must be "an obedient boy to his parents and teachers"; must have convinced his parents and teachers "that he desires to make his mark in the world," and "must be sound in body and in mind."

Is there a better demonstration of nobility among white laborers than among these colored porters of Chicago?

Bestor Best on Anti-War

Dr. Arthur E. Bestor, president of the Chautauqua Institution, made by far the most effective address at Watertown, New York, that we have heard in favor of an anti-war crusade. It was much better than that of Colonel Robins at Cincinnati, which was the best until we heard Dr. Bestor. It was entirely different from that of Colonel Robins, or of any other that we have heard.

Without attempting to report his line of thought we will say that we shall always be ready in any and in every way we can to oppose any and every movement that is based upon an assumption that the United States will ever consent to play any part in any war.

All that any future war can mean is that America prefers rather to fight than to think; that Americans will prefer prejudice to principle, and that will never be so long as civilization is worthy the respect of any one.

I have lived long enough to have seen the American people face several crises between prejudice and principle, and loyalty to principle the country over has triumphed more gloriously every time. All that civilization means is that principle increases in influence while prejudice is losing out.

America is infinitely stronger in loyalty to principle than she was seventy years ago, fifty years ago, fifteen years ago, and as long as the United States is the bulwark of civilization she will not be tripped into another war.

Henry Jackson Waters

The death of Dr. Henry Jackson Waters of pneumonia in Kansas City is an irreparable loss to education, to agriculture and to journalism. He became a national leader in agricultural education as dean of that department in the State University of Missouri, a prominence which he nobly magnified as president of the Kansas State Agricultural College of Manhattan.

At Columbia, Missouri, and at Manhattan he did remarkable service as an author of the best books on agriculture in their line, and an equally important service in magazine literature, which led to his leaving collegiate administration to become the editor of the weekly edition of the Kansas City Star, in which position he was easily the leader in agricultural journalism. He was always on the public platform, where he was a brilliant champion of all that was best in the improvement of the farm and rural fireside. He was but sixty years of age and in the full vigor of manhood when America's unconquered disease laid him low.

A Foundation Stone of the New Civilization

By AUGUSTUS O. THOMAS,
State Commissioner of Education for Maine, and President of the World Federation of Education Associations.

We are at present on the divide between two great dispensations. The one is the old order of the primitive elements which hang over from barbaric days. The other is the development of the higher motives. The one is the day of force, an eye for an eye and a tooth for a tooth; the other is the day of the reign of justice.

To visualize the Edinburgh meeting of the World Federation in a brief article is impossible. In fact, it is impossible to give an adequate appreciation of such an event if written at length. It is quite possible to give an idea of the procedure and to some extent the results, but the spirit, the atmosphere, the color of a great meeting of men and women from practically every civilized country, with a confusion of manners and customs and a riot of languages backed by a diversity of race and creed, is beyond the pen to portray. An adequate conception can be appreciated only by an eye-witness. There is much to be seen as well as heard, and to be appreciated it must be both seen and heard. It is hard to describe an atmosphere.

There was a considerable sprinkling of delegates from India, both of English extraction and of the Hindu variety, colorful and cultured and bearing the influence of generations of the old philosophies of the East. The Europeans, from Scandinavian Peninsula to the Hellenic, people from Egypt and South Africa, South America, North America and the islands of the sea smiled at each other, shook hands and tried out a few language volleys until a common one was found. It was quite evident that most educators carry somewhere in their scholastic paraphernalia an auxiliary language. In fact, it is quite the fashion, and as it was contended by some of the groups, all nations should require an auxiliary tongue. In the court of the hall where the meetings were held an American delegate met a delegate from continental Europe. They tried French, but the conversation did not go well. Then they tried German, but it was no better. Then the American said in plain English: "I guess we must be strangers though friends," whereupon the European came back in perfectly good English.

There have been other conferences of an international character but few actually world-wide. International conferences embracing a few nations are many. Nations have frequently come together, especially at the close of great wars, but to give and take, to get some concession. But no conference ever met so comprehensively and upon such common grounds. There have been stacking of arms and axes to grind.

It was not a religious gathering. All nations could not come together on religious grounds, for the world is half Christian and half pagan, but the spirit of the religions was there, though not any one religion. All religions have a golden rule. There was a mingling of the spirit of all religions, the spirit of Confucius, of Buddha, of Zoroaster, of Mohammed, and of Christ. There were Jew and Gentile, Protestant and Catholic.

It was expressive and impressive. It could not be seen but it could be felt. It could not be touched, but was plainly sensed, a vivid, colorful assembly. It was an atmosphere as though one had taken the Christmas spirit and mixed it with the Thanksgiving spirit, added to it the spirit of the resurrection and seasoned it with the spirit of victory. It was like the power of music, a great crescendo with echoes of anthems and lilts, the pulling of all the stops, the heavy treading upon the pedals. It was like art which portrays the dawn, the scattering of shadows, the crimson of morning with its soft shades. It was fascinating, compelling. It has occurred once; it may never occur again, for it was new, unexpected, and this cannot be again. The next meeting will be expected; it will not be new.

The Federation is a foundation stone in the new civilization, for we are to build a new civilization since the present civilization cannot survive under the old regime of contention, rivalry and international hate. Just now there appears on the horizon of the new day some promising colors. Edinburgh is the stabilizer of Locarno. The one is the complement of the other. Neither is complete in itself. Locarno builds the machinery and provides diplomacy. Edinburgh prepares the skilled operator. Let diplomacy, let Locarno, let Geneva set up the machinery and Edinburgh will see to it that the proper foundations, the moral consciousness, are laid to guarantee the results. The old idea of maintaining the balance of power through competitive military supremacy, the method of the Triple Alliance, or the Entente, the Dual Alliance and tacit understandings between the military authorities of countries is the old regime. Edinburgh and Locarno are the new regime, the attempts to establish through justice safety against invasion. They are the peace arms of civilization. This is the new order. It was well understood by the delegates in their deliberations in the Federation Conference.

When I landed at Boston, the representatives of the press were looking for me. They wanted to know if there were any startling pronouncements coming out of Edinburgh. There were none. There could be none. No sensational or startling discoveries, but there was a consciousness of a new philosophy, a new basis of procedure. There was struck a new note in education, a note well worthy of becoming the corner stone of the new civiliza-

tion. It was a new idea directly opposed to the old belief. The new idea will change policies, attitudes, processes, direct the making of a new curriculum and the method of instruction. It must involve new definitions.

The old idea is that human nature never changes, cannot change. We have long held to this fallacy. We have accepted the primitive man who sleeps within us as a part of our human nature. We have called force of contention which has actuated the long past as the inevitable human nature born in us and always to remain.

The new philosophy is that human nature can change and should change; that it is education's mission to change it. Teaching is conscious guidance. The new philosophy of education is that the trend of civilization can be and should be consciously guided. This involves a new definition of education and a new purpose as well as new materials. The new conception is that whatever we would have of traits of character, qualities of nature, attitudes of heart and moral consciousness embodied in future generations we must first put into the school. H. G. Wells gave us a glimpse of this when he said: "Civilization is a race between education and catastrophe." This new attitude, this new philosophy was not expressed in these terms nor in this manner but it was found in a new hope, in a new determination, in a new resolve, that in shaping the destiny of mankind, education should do its full share. Edinburgh was the tangible expression of this new philosophy.

"Men become like the gods they worship" phrases an eternal principle of man's nature. So long as we worship the military power and the military hero, just so long shall we embody the military spirit, and so long as we have the military spirit, we shall have war. There is a war psychology. I would not forget the military heroes of the past, and they are many, but the day is coming when the hero of peace will take a place beside the hero of war. The man or woman in civilian clothes will take place beside the man in uniform. The military spirit is not consistent with the democratic ideals. Army discipline is absolute and is essential to the idea of force.

It was the Minister of Education of Great Britain, standing in the Parliament at the very moment when General Hague was trying to protect the channel ports, and telling his men that they were standing with their backs to the wall and could go no farther but must hold their ground, who said in his plea for what was known as the "Children's Charter" that education is the eternal debt of maturity to youth. While financiers and statesmen were wrestling with the tremendous financial problem of international debt caused by the Great War, the representatives of our schools were assembling in Edinburgh, the ancient capital of Scotland, along the beautiful Princes street under the shadow of the ancient Edinburgh Castle, struggling to settle this eternal debt of maturity to youth by finding a way common to all countries to eliminate the rankles of hate from the teaching of our schools and to build a structure based upon those higher qualities of human brotherhood which may enable the nations in the future to get together around the council table and settle their disputes by the principles of justice rather than by the arbitrament of war.

This is not an attempt to standardize education in all countries, but there are certain definite principles of truth, certain attitudes of mind and heart, certain convictions of conscience, which can be developed systematically and purposefully, and which will add to the sum total of human happiness and safeguard the journey of mankind on his road to higher civilization.

We have heard it said that in America we have no national system of education. In the sense of having Federal authority dominate the educational affairs in the fifty-two states and territories, we have a condition which allows each state to follow pretty much its own direction, but we do have in reality and so far as results are concerned a national system. When we take into consideration that system is classification of standards, we have it to the full. Go from one state or territory to another in the United States and you will find pretty much the same form of organization. You will find a Commissioner of Education with district or county superintendents. You will find principals of high schools and grammar schools, kindergarten and elementary teachers, junior and senior high school teachers. You will find a curriculum made up in pretty much the same manner and very largely the same standards for promotion. Methods, processes, materials and attitudes are almost identical. The variations come on account of local tradition and color. How does it come that we have brought about in our country such a condition of standardization? It is brought about by the professional zeal and spirit of the American teacher. We have gone beyond our state and territorial lines. We have formed our educational associations. We have assembled annually in our National Education Association and in our mid-winter meetings. We have talked together. We have told of our plans and our ideals. We have appointed committees for investigation. These committees have reported and gradually we have accepted the things that have proved to be of most value until today we find in practically all our states a sympathy and understanding of American methods, American organization and American ideals.

The World Federation is merely a voluntary organization which seeks to do for the world what the National Education Association and other organizations have done for the schools of America—a sort of threshing machine out of which may come the golden grain of truth,

of ideals and of results. It was a great privilege to sit around the conference table with men and women engaged in the teaching profession from every country in the world. They met not only in the conference room and around the conference table, but they met at breakfast, luncheon and dinner. They sat in hotel lobbies and discussed with each other the educational conditions of their countries, their program of improvement, their social and political situations. They deliberated on committees and brought in findings, started studies and investigations which eventually must result in accepting the better standards of school improvement. This is the one great product of the Edinburgh meeting. Year by year, the attendance will be larger, the influence greater. It does not mean that we shall standardize education throughout the world, but it is good that the educators of one country know something of the ideals of education in every other country. It is good for the educators of one country who are struggling with great problems to know they have the sympathetic observance of their compatriots in other lands. This world sympathy, sorting out the chaff, holding up the ideals have a value which cannot be over-estimated and which could not be obtained in any other fashion. While there should be no attempt to mould all educational systems throughout the world to the same form, yet eventually we shall select the fittest things, test them out and assign them to their proper places in the educational curricula or educational category, and thus all nations will begin to find the influence of the best permeating their lands.

It is well understood that the objects of the world's unifying movements can be brought into world conformity essential to peace and good will among men and justice for all only through the schools of the nations and by teaching the rising generations the common origin of their kind and a common future for their descendants. The school, therefore, is the initial decisive factor in the future of civilization.

The objects of this organization should not be forgotten. They may be set out definitely as follows:—

1. The promotion of friendship, justice and good will among the nations of the earth.
2. The world-wide tolerance of the rights and privileges of all nations regardless of race or creed.
3. To develop an appreciation of the value of inherited gifts of nationality through centuries of development and progress.
4. To secure more accurate and satisfying information and more adequate statements in the textbooks used in the schools of the various countries.
5. To foster a national comradeship and confidence which will produce a more sympathetic appreciation among all nations.
6. To inculcate into the minds and hearts of the rising generation the moral consciousness necessary to carry forward whatever movements may be inaugurated through the diplomacy of nations.

The Edinburgh meeting was attended by approximately two thousand people. About fourteen hundred were delegates. The others were diplomats, financiers and interested individuals outside the profession. The British government showed its faith in the movement and its interest in the Edinburgh meeting by voting directly through Parliament a sum of money for the payment of the expenses of the meeting. This in itself indicates how profoundly the governments of the world believe in the mission of education and its power to assist in the solution of the gravest problem confronting mankind.

The National Education Association provided a most distinguished delegation. While there were 521 Americans attending the conference, twenty-five were delegates of the National Education Association direct and twenty-five were alternates. The alternates, however, were seated in the convention as delegates and all had the privilege of participating. The list is too long to incorporate. It is sufficient to say that perhaps no more distinguished body of men and women were ever appointed by the National Education Association to represent it in any educational enterprise. It would scarcely be possible to incorporate in one committee so much of the influence and leadership of that powerful organization as was manifest in the American delegation at Edinburgh. They were interested in the extreme, loyal to the plans of the Association which appointed them, firm in their belief in the good to be accomplished by the Federation, and stood solidly back of the program. It is true there were contentions. It would be impossible to get so many brilliant leaders together without having a clash of ideas and conflict of judgment as to procedure. Such conflict always makes for greater certainty in the outcome and greater surety in the wisdom of the final judgment. No matter what the individual differences may have been in the beginning or during the deliberations, it is sufficient to say that the final outcome was satisfying, conclusive and correct. Personally, I returned from the conference with a still higher opinion of my compatriots in the profession, of their breadth of manhood and womanhood, the depth of their purpose and the height of the spiritual motives which dominate them.

With a conference so largely attended and with such a tremendous program as could be arranged, it was necessary to separate the representatives into preliminary units. There was the pre-school or kindergarten unit, the elementary school unit, the secondary school unit, the college unit, the illiteracy unit, the character education unit, the adult education unit and the health education unit. This form of organization seems to be

as comprehensive and as satisfying as any arrangement that can be mentioned. There were some who felt that the organization should be around subjects. This can be done only in specific instances and as the conference develops. To centre around the individual subjects would cause a scattering of interests and a shifting of units to such an extent that stability would be endangered. After these preliminary units had passed upon the various topics assigned them, they reported to the General Assembly for final action.

A number of important acts make up the general deliberations of the Edinburgh conference:—

(1) There was the authorization of the appointment of standing committees on preschool, elementary, secondary and higher education whose function shall be to co-operate with affiliated organizations in furthering the objects approved by the Federation, to make studies and to report upon such matters as the Federation may commit to their charge.

(2) To appoint special committees on health and on the removal of illiteracy with functions similar to those of the standing committees in the respective fields.

(3) That the Federation encourage the production of books, descriptive of child life in all lands and setting forth in brief and simple form the best that each nation has achieved, for use in the elementary schools throughout the world.

(4) That the Federation undertake the preparation of a statement of the ideals which should obtain in history and history teaching of secondary school grade, such statement to emphasize the necessity of an impartial treatment of international intercourse. A frank admission of shortcomings should accompany the claim of services rendered to the cause of human welfare in each country.

(5) That the Federation utilize and advance inquiry into universities, their history, contemporary developments and possibilities.

There were many other resolutions passed and other procedure set up, but these constitute some of the constructive elements which are to be undertaken.

The Federation adopted the Herman-Jordan Plan which resulted from the $25,000 contest two years ago. This plan consists of the appointment of five committees along the following lines:—

(1) The formation of a general world committee on education for peace to function in connection with the several educational groups in the different nations and to co-operate with many already established organizations for peace in all parts of the world.

(2) A committee to investigate the present teaching of history the world over, reporting also upon textbooks used, their virtues and their delinquencies and from the standpoint of international amity, stressing the need that history, whether elementary or advanced, should be just and true so far as it goes. Above all, history should not be perverted in the supposed interest of national honor or partisanship. It also provided within this committee for the study of intelligent patriotism built upon love of country rather than upon hatred of national foes.

(3) The appointment of a committee to consider special plans for promoting mutual international understanding on the part of students of various ages, including the possibilities of better relations through the international use of athletic sports, especially those games which involve co-operative action or team play as distinguished from individual competition.

(4) A committee to investigate the current arguments for war as a cosmic necessity. This committee should consider without prejudice the question of military training in school and college, its possible advantages to the individual and the nation, with the alleged accompanying drawbacks and dangers. This committee should also deliberate on standing incentives to war and the possibilities of their abatement through the influence of public opinion or otherwise.

(5) A committee to study the Hague Court of Arbitration, also the present permanent court of international justice and the relation of these two judicial activities to world education, to determine, if possible, what international activities of this nature should furnish material for instruction within the schools and how to broach the subject in a fair-minded and open manner.

It was a part of the program of the Edinburgh meeting to draft a permanent constitution providing for representation on an equitable basis. This was done. The officers were authorized to incorporate, if found necessary, and to appoint a board of trustees to have charge of productive funds and to open the campaign for a permanent financial foundation. These are already under way.

The place of the 1927 meeting is not yet determined. There are urgent invitations from Honolulu and Toronto. Both of these cities have expressed themselves in a generous mood and the invitations are most cordial. Special invitations have been received from Brussels, Paris, Geneva, Berlin and Athens. The place of meeting will be determined by the directors.

There will be a great attendance at the next meeting. It will be much easier to develop the necessary world contacts. Full time assistants will be employed abroad and a general program formulated for definite results. It will be comparatively easy to secure as speakers the best platform men and women the world affords. Diplomats and financiers will be attracted. An exhibit of educational materials and special school achievement will be provided. The Federation is a permanent, far-reaching institution with a definite place in the social economy of the world and the forward movement of mankind.

Personal and Professional

ASHER J. JACOBY, Norristown, Pa., has established in that city the Keystone Commercial Schoo. along the lines of highest efficiency. Mr. Jacoby was one of Massachusetts' best superintendents, after which for several years he was superintendent of Elmira, N.Y., schools. Everywhere he has maintained highest scholastic standards, and in the Keystone Commercial School at Norristown he is putting commercial scholarship on as high level as any academic scholarship on the theory that in this day of industrial, civic and commercial complexes graduates of a commercial school should be at no disadvantage anywhere with anyone.

DAVID STARR JORDAN, easily the most interesting living naturalist of the yesterdays, the only one of that world-famous group of Americans of whom Louis Agassiz was chief, who is now with us, is rendering the schools inestimable service by making it possible for the children and youth of today to see Europe as he saw it through eyes that were searching with a devotion that is reverent.

No other supplementary reading of European Historic Geography can compare with these recollections of David Starr Jordan, modernized pedagogically by Mrs. Jordan and Katherine Dunlop Cather, as a message direct from the Europe of the past by the only living American who has known "The High Lights of the Geography of Europe" as a skilled scientist, brilliant naturalist, artistic tourist in the noblest use of that word.

Dr. Jordan's presentation of "High Lights of the Geography of Europe" is classic in the scholastic way in which he brings from the historic tombs the rich treasures of all the past. It is an artistic masterpiece in that every paragraph is as fascinating to a school boy as any bit of heroic adventure. The charm of a portrait of a master is that it is always facing you from whatever angle you view it, and this is the charm of Dr. Jordan's book. It matters not whether the reader is a school boy, a trained historian, a devout scientist, or a bewitched literary enthusiast, these paragraphs face him as though they were written especially for him.

Another indispensable feature of "High Lights of the Geography of Europe" is the fact that Casper W. Hodgson, creator of The World Book Company, whom David Starr Jordan's personality infatuated at Stanford, has had his artists produce a masterpiece in textbook making, so that students can get the personality of Europe physically, biologically, sociologically, civically, educationally and religiously as in no other inexpensive publication.

Now when a new Europe is being born, when in Europe there is a new birth of World Peace, it is simply glorious that David Starr Jordan, whose devotion to peace has been his master message, has given the schools of the world a picture of Europe which throbs with the unfolding civilization historically as it was unfolded geographically and racially.

ALICE C. D. RILEY, 1822 Sheridan road, Evanston, Illinois, author of "Songs, Operas, and Entertainments" (Clayton F. Summy Company, 429 South Wabash avenue, Chicago), is in a class by herself in writing words and music for little people. She is usually spoken of as the successor of Jessie L. Gaynor, but she was a vital part of Mrs. Gaynor's famous success. In the early days of their co-operative work Mrs. Gaynor and Mrs. Riley came to Boston, and for two weeks did educational work that we have never seen approached. Mrs. Riley would take a class of small children and have them create four lines of verse neither Mrs. Riley nor any one else had ever seen before, and Mrs. Gaynor would have the children create the music for it. We have had many surprising experiences in this education life we have lived, but we have never seen anything faintly approaching the miraculous achievement of primary school children in one lesson, and it never failed to materialize. After that we worshiped at the professional shrine of the most remarkable teachers we have ever seen handle a class. Mrs. Gaynor has gone, but Mrs. Alice C. D. Riley and her daughter, Dorothy—Mrs. Kenneth C. Brown—are creating more and more wonderful "Songs, Operas and Entertainments." Among the later fascinating plays are: "Ten Minutes by the Clock," "The Poet's Well," "Tom Piper and the Pig," and "The Blue Prince."

FRED C. BALDWIN, Forster School, Somerville, received a noble testimonial from the teachers, students, alumni and the community on November 17. Mr. Baldwin, whose loss of eyesight is a serious affliction, has been one of the ablest, wisest, most alert-minded principals professionally, endearing himself to the community as well as to the alumni.

L. H. PUTNEY is the writer of the interesting series of articles on "Jottings by the Wayside," the first of which on Hawaii appeared in the issue of October 8. Others on Japan and China are to appear soon. Most unfortunately his name was misspelled in connection with the first article. It was not the proofreader's fault.

F. M. SHELTON, superintendent, Springfield, Ohio, continues the record he made at Elyria as a leader and harmonizer of the public as well as of the teachers. The public is voting all needed funds, and the teachers have reached the peak in professional devotion. Every teacher in the city of 70,000 population began the school year as a member of the Central Ohio Association, the Ohio State Association, and the National Education Association.

Fundamentals in Teacher-Training Curricula

By J. O. FRANK
State Normal School, Oshkosh, Wisconsin

OBLIGATIONS OF TEACHER-TRAINING INSTITUTIONS

The best teacher-training institutions view the preparation of teachers as a four-fold obligation.

First, there is the obligation to the individual who is preparing to teach. Everything must be done that can be done for the best interests of the individual. His abilities and aptitudes must be found and developed. He must be inspired, taught, trained and finally placed in the position for which he is best fitted.

Second, there is the obligation of the teacher-training institution to the school to which the product of the institution will go to teach. The needs of the school, its problems, its purposes, and the actual conditions existing in it, have to be studied and provided for in the training of the teachers sent to it.

Third, the teacher-training institution has a very definite obligation to the community, to the state and to the nation, whose schools are to be taught. The community must be studied. Its people and their occupations, the institutions of the community and the state, and the social conditions in the community, must be taken into consideration when teachers are being prepared to go out into the state to teach.

Fourth, the advancement of teaching as a science and the betterment of teaching as a profession, are goals for achievements and obligations to be met by every teacher-training institution.

FUNDAMENTALS IN TEACHER PREPARATION

It is important to view the four fundamental objectives in the training of teachers, in the light of the courses or subjects needed to bring about the transformation of the heterogeneous raw material into a highly selected group of real teachers. It will be necessary, of course, to describe one curriculum, with the expectation that the reader will see how the principles involved may be applied in the construction of similar curricula.

The curriculum for the preparation of high-school teachers at the State Normal School at Oshkosh, Wisconsin, is organized on a basis of four years of work. High school graduation, or its equivalent, is required for entrance and all the work is of standard college grade. New entrance requirements, identical with those of the University of Wisconsin, have recently been adopted. The student load is eighteen hours a week, exclusive of the required work in physical training and the ordinary extra-curricular activities. High standards are maintained through a definite sequence of subjects and by a requirement of junior or senior standing for entrance to all advanced professional subjects.

Four important groups of subjects make up the curriculum:—

I. Foundation and Culture Group.—This is a group of subjects directed mainly toward the individual development of the student. It is intended that the student's general knowledge and culture shall be brought up to a definite standard before his professional training is completed. This group of subjects is begun when the student enters school and is finished before the professional subjects are well started. It consists of courses making up a minimum of twenty hours of work, or about one-seventh of the curriculum.

II. Academic Subjects.—This is a group of subjects elected by the student when he selects his major and minor field of work. It is intended that the student's preparation in his major subject shall be equal to that required by the universities and colleges for graduation. The required academic work is organized as follows: Major subject, three years or thirty credits; first minor subject, two years or twenty credits; second minor subject, two years or twenty credits. This makes a total of seventy credits of required academic work.

III. Extra-Curricular Training.—This is an informal training carried out through faculty supervision of the extra-curricular activities of the school. It is expected that every graduate of the school who goes out to teach shall be prepared to assume active leadership in the conduct of some of the extra-curricular activities of the high school to which he goes. The student usually takes part in the various extra-curricular activities throughout his stay in the normal school.

IV. Professional Training.—The professional training is divided into two closely correlated phases of instruction—classroom instruction; and training through supervised teaching.

It is possible at this point briefly to state the purposes of these groups of subjects roughly as follows:—

I. The foundation and culture group of subjects is intended to prepare the individual as an individual to teach, and to give him a foundation for the training he is about to receive.

II. The academic group of subjects is to prepare him as a specialist in the field he has chosen. He must know well the subject matter which he is to teach.

III. The extra-curricular training is to fit him for the leadership which as a teacher he must exercise in the community.

IV. The group of professional subjects and the professional training are intended to de-

velop effective teachers who can go out and do strong teaching from the very beginning.

CONTENT OF THE GROUPS OF SUBJECTS

It is important to consider the individual courses which make up the four large groups of subjects described above.

I. The Foundation and Culture Group:—

1. Corrective and Cultural English consists of courses in English expression. The student continues these courses in various classes until his command of English has reached a very definite standard. Students who measure up to this standard on entrance are excused from this work.
2. Educational Biology is a course designed to give the student a good general knowledge of the great biological facts of life. A history of the development of our physical environment—evolution, heredity, eugenics, and similar topics—is included. This serves as a foundation for educational psychology, economics, and political science, as well as a background for the courses in science chosen as majors and minors. In a word, it is a course designed to give the student orientation, perspective, and background—a broadening course.
3. Political Science consists of a study of the government of the United States, including the historical development of American political institutions, together with the organization of municipal and state governments and their nature and functions. This course is designed to leave the student with a real understanding of the fundamental principles of government and an appreciation of democratic ideals as exemplified in the American commonwealth. It is essentially a preparation for citizenship.
4. Elementary Economics deals with the principles underlying production, exchange, distribution and consumption of wealth, and similar fundamental principles and concepts of economics, including tariff, money and banking, capital, and labor. The course is designed to give the student an understanding of the great economic principles that underlie our life and institutions.
5. Educational Sociology deals with a study of the population of Wisconsin from the standpoints of various aspects of their life and development which relate to the public schools, including origin and history of the various racial types, defective and delinquent classes, and the corrective laws and institutions of Wisconsin. There is also included a study of the aims and objectives of education and consideration of the social values of the several school subjects.
6. Physical Education consists of a compulsory course for all persons physically able, designed to give the student a knowledge and a liking for habits of exercise and physical recreation necessary for the production and maintenance of health and efficiency.

II. Academic Subjects:—

Since the required academic work depends largely on the high school subjects which the student is preparing to teach, it will be necessary to indicate a particular line of work for the remainder of this paper. It will be assumed, for the purpose of illustration, that the student has chosen as his field science and mathematics: chemistry as the major subject; physics as the first minor; and mathematics as the second minor.

Intensive training in the field chosen as the major and a good general understanding of the one or two allied subjects are required. Work covering what would be a requirement for graduation in the corresponding courses in a university or college is done by students preparing to teach. For instance, a student taking a major in chemistry at the State Normal School at Oshkosh would be required to take three years of chemistry. If he had minored in physics and mathematics, his work would include the following:—

Major in chemistry: three years:—

1. General chemistry	5	hours
2. General chemistry and qualitative analysis	5	"
3. Gravimetrics, including electrochemistry and technical analysis	5	"
4. Volumetric, including gas analysis	5	"
5. Organic chemistry	5	"
6. Industrial chemistry	5	"

First minor in physics: two years:—

1. General physics	10	hours
2. Advanced physics	10	"

Second minor in mathematics: two years:—

1. Advanced algebra, trigonometry, and analytic geometry	10	hours
2. Calculus	10	"

III. Extra-Curricular Training:—

Students learn to teach by teaching under supervision. The same principle may be applied to learning to conduct extra-curricular school activities, for after all, that also is a form of teaching. In the State Normal School at Oshkosh every extra-curricular activity has been made to function as a part of the training of the prospective graduates of the school. Activities which have been found to have no value as a factor in training have been discontinued and replaced by new activities which have been organized and are now conducted under faculty supervision, so that they may be of greatest value to the students who participate.

In bringing the extra-curricular activities to function as a factor in teacher-training, it is considered best to have the students control and carry them out as far as possible. Faculty supervision is brought about through the individual faculty members who act as advisers of the various student organizations and through the

various committees of faculty and students which conduct the social life, the athletics, the entertainments, and other similar activities of the school. All faculty committees which have direct contact with the school activities of the school have a number of student members. Thus, the committee in charge of athletics, the social-life committee, the committee on entertainments, and others of like nature have an active student membership. The Student Council is made up of members elected by the student body. Its purpose is to assist in the conduct of school affairs and to bring to the notice of the faculty anything of importance from the student's point of view.

The extra-curricular activities of the normal school naturally fall into two groups: activities in which all of the students participate, such as the school receptions, dances, assemblies, parties, and similar functions; and activities in which the students participate in groups, such as the various clubs, the societies, the band, the orchestra, and other like activities.

To be most effective as factors in teacher-training, it is thought that each of the various student activities should have three fundamental characteristics: They must be recreational in character; they must be sufficiently instructive to enable the students participating to conduct similar activities in the schools to which they go as teachers; and they must be available to all who wish their benefits.

IV. Professional Training:—

The professional training is divided into two closely correlated phases of instruction—classroom instruction, and instruction through supervised teaching.

A. The classroom instruction consists of five subjects as follows:—

1. Introduction to Secondary Education, 2 hours
   A short course intended to acquaint the student with the general organization of the high school; a preliminary study of high school curricula and the nature of the instruction demanded by the various high school subjects.
2. Educational Psychology, ... 6 hours
   A course intended to leave the student with an understanding of the significant facts of psychology upon which the educational methods of high school instruction are based.
3. Secondary Education ..... 3 credits.
   This is a course dealing with the high school, its origin, development and present organization and status, in a most comprehensive way.
4. Secondary School Organization and Administration ..... 3 hours
   A course dealing with the history, development and present-day aims of secondary education. The organization and administration of large and small high schools and the purpose and place of the various subjects in the high school curriculum are considered. The social life of the high school, high school athletics, musical organizations and other problems and aspects of high school teaching which can be presented only after the student has been familiar with the high school through actual participation in high school teaching. This is a final course, summing up the work given in the curriculum for the preparation of high school teachers.
5. Technique of Teaching in Secondary Schools ..... 6 hours
   Each student, on selecting his major and minor subjects, automatically elects courses in the teaching of those subjects. Each course deals with the specific problems of teaching in the field it covers, with special attention to the conditions in Wisconsin high schools. For example, a course in the teaching of high school chemistry would deal with such topics as: the selection and organization of the subject-matter; the aims and objectives of high school chemistry; a comparative study of high school textbooks in chemistry; the selection and buying of chemicals and apparatus for a high school course in chemistry; a comparative study of high school textbooks in chemistry; planning a high school chemical laboratory; special methods and devices in teaching chemistry; best library for the chemistry class; the science club; methods, means, ways and devices for creating and maintaining interest in chemistry; first aid in the chemistry laboratory; how to guard against accidents in the laboratory; how to provide adequate fire protection; and many other subjects.

B. Instruction through supervised teaching consists of four lines of work, as follows:—

The method of training through practice-teaching is based on the principle that the student learns to teach by actually taking on the duties of the teacher little by little under the supervision of an experienced teacher of proved ability, until he has acquired the proper standard of ability to instruct. It is intended that as the prospective teacher gradually takes on the various duties and responsibilies of the work, he shall have instruction in methods that will enable him to understand exactly what is being done. Instruction through supervised teaching is divided into four progressive phases:—

1. Observation.—The student first comes into contact with the actual work of teaching as an observer. He spends two or three hours each week observing the teacher handle the class, listening to the questions asked, noting the methods used in keeping records and assimilating as much information as he can regarding the technique of teaching as exemplified by the work done by the teacher in charge of the class. At the same time he attends the conferences held

once a week at which he hears the discussions of the various phases of the work and listens to the instructions given the apprentice and practice teachers. He has a chance to ask questions about anything which he does not clearly understand and listens to the questions asked by the other students regarding the work.

2. Apprentice Work.—Having reached the required standard as an observer, the student begins his apprentice work in which he does no actual teaching but performs various duties about the classroom or laboratory as seem best fitted to put him in the closest touch with the actual work being done. In the chemistry laboratory the apprentice teacher will set up apparatus, help equip desks, and take on other duties which will give him the closest insight into the actual working of the laboratory. In the classroom the apprentice teacher will keep class roll, assist in desk demonstrations, direct and assist pupils working on projects, file excuses for absence, assist in grading notebooks and examination papers, and keep a record of recitations in quiz work to be compared later with the teacher's record on the same recitation. All of this work is designed to give him an insight into the methods of teaching and the actual conditions to be met.
3. Apprentice Teaching.—Here the student has a preliminary form of practice-teaching under the careful supervision of an experienced teacher of known ability, beginning with small groups or individual students who need special help. In the chemistry laboratory he has charge of a group of six or eight students whom he must help and advise on all phases of the laboratory work. The personnel of these groups is changed from time to time so that he may benefit by contact with all sorts of students. At the conference period the work of the week immediately ahead is carefully discussed, all ambiguous points cleared, and agreement reached concerning any changes which are to be made. At the conference, also, instructions are given the practice-teachers about practical application of the various theories dealt with in the methods classes.
4. Supervised Teaching.—The student who has successfully passed the requirements in observation, apprentice work, and apprentice teaching is finally given complete charge of a chemistry class, which must be taught successfully throughout the semester. The teaching is done under the supervision of the director of the department, who keeps in very close touch with the work done, at all times. As errors are made and as problems present themselves, the supervisor advises the student-teacher and in every way possible assists to make the teaching successful.

At the same time the work in high school organizations and administration and the classes in methods are made to assist in making the practice-teaching effective. Every student must teach successfully, under supervision, for two semesters before graduation. From this requirement no one is excused. The student who before the end of the year does not succeed in reaching a certain definite standard of teaching is not allowed to graduate. In other words, the final test which determines whether the student is to receive the diploma of the school or not, is his ability to teach competently and manage a class successfully. The student who has not attained this standard before the end of his year of practice-teaching cannot be graduated, though he may have passed all other requirements.

CONCLUSION

In the discussion of the fundamentals in teacher-training a brief description has been given of a curriculum which has been in active operation for four years and which seems to be giving excellent results. Certain aspects of this curriculum might well be emphasized:—

1. The first work of the normal school is to provide for deficiencies in the student's preliminary training and to bring him up to a definite standard of scholarship and culture. This is the first test of the raw material and it serves as the first measure of selection. Some students never get past this first requirement and they are advised to enter other fields of endeavor, but they have had in the meantime a much-needed training, and one that will be of greatest value to them in whatever they undertake. The group of subjects which makes this first selection of teaching material varies in the amount of work required from twenty credit hours as a minimum to forty credit hours as a maximum, the latter in case it is found necessary to use all the electives available in repairing deficiencies in the student's early training.
2. The second group of subjects, the academic group, forms the largest group in the curriculum, since it demands seventy out of a total of 144 credit hours required for graduation. This is necessary if the high standards of scholarship really needed by high school teachers are to be maintained. Producing real scholarship is the second problem of the normal school.
3. The professional training in which the final test of teaching ability is made requires a minimum of thirty-five credit hours for its completion. Of this, the core is the practice-teaching in its various

phases, and the classroom instruction may be considered tributary and subordinate to it. It is to be noticed that the practice-teaching is carried out in four stages. This provides a gradual introduction into the technique of teaching, with no sharp breaks or plunges into new and unknown difficulties. In the professional training the normal school exercises its real function, for here the best teaching material is finally selected and real teachers are wrought—not persons who will become teachers after a few years of experience trying to teach, but persons who are teachers, real teachers, before they leave the normal school.

4. The training in extra-curricular activities is intended to prepare teachers for the wider duties now required of high-school teachers.

The *Mothers'* Creed

We Believe That—

God gave us our children as a precious gift.

Constant and watchful care of them is our full duty.

We should guard well their health and happiness.

We should train them to right living and right doing.

We should give them the best education we can afford.

We should make a careful inspection of the monthly report card.

We should give them much chance to play, especially out-of-doors.

We should count no sacrifice too great for their good.

We should pray daily for their moral and spiritual welfare.

Our deeds should be right models for them to follow.

Love, not Luxury, will give us "Home, Sweet Home."

FINALLY

We should help them by our lives to keep the best of all commandments:

"HONOR THY FATHER AND THY MOTHER"

"Her children arise up and call her blessed." Proverbs XXXI, 28.

—Dr. Edward W. Stitt, Associate Superintendent of Schools, New York City.

Dr. Hale and the World Court

By EDWIN D. MEAD

In common with many others I have been accustomed to speak of Dr. Hale's prophecy of a permanent international tribunal in his centenial sermon at Washington in 1889 as his first demand for such a tribunal—this demand being impressively reiterated and developed in his three famous addresses at Mohonk in 1895, 1896, and 1897. But I have recently seen a statement, which seems to be authentic, that in a sermon in 1885 he made the following summary of the three most urgent necessities of the time:—

"First, the uplift of the school system so that it should educate men and boys, and not be satisfied with their instruction; second, the systematic and intelligent transfer from the crowded regions of the world of men and women who should live in regions not crowded; third, the institution of a permanent tribunal for the nations of the world." His three demands, in a word, were for better education, better homes for the people, and a world court to settle the disputes of nations by law instead of war.

The permanent international tribunal which Dr. Hale thus demanded in 1885 and subsequently was not the arbitration tribunal created by the Hague Conference in 1899, but the court of international justice established in 1921. He declared his conviction in 1889 and 1895 that this court would first be proposed by the United States, and that the United States would be the first to accept it; this would be in accord with the whole spirit of her history, tradition and federal constitution. It would have been incredible to him that the United States should be the last great nation to adhere to the court, after it had been in successful and beneficent activity for four years, and that we should be the chief obstructionist to the progress of world organization by our attitude toward the court and the League of Nations. On December 17 the Senate is finally to vote on our adhesion to the World Court. If the vote is favorable and we join the Court, it will be just forty years after Dr. Hale proposed it. We have generally been more than forty years behind him.

Evolution in Texas

[Chicago Tribune, November 8, 1925.]

Texas teachers have taken up the fight for the evolutionary theory. Through R. T. Ellis, secretary-manager of the Texas State Teachers Association, they have denounced the action of the state textbook commission in ordering deleted from all books references to man as an animal or to man as having ascended from lower forms of life. The association holds its state convention in Dallas on November 26, 27, and 28, at which time a battle over the question is expected.

The public schools of Texas use books adopted and paid for by the state on recommendation of the commission. Unlike Tennessee the state has no statute that forbids teaching the theory, although four years ago an attempt was made in the legislature to enact such a measure.

The commission has ordered elimination of three chapters in "Biology for Beginners." The majority of teachers believe this step was unjustified, Ellis said.

"All knowledge should be made free to those who have the courage and ability to get it," he declared. "If we are not permitted to learn anything about these awful social, economic, political, scientific and religious theories and doctrines it is certain that we shall not be able to defend ourselves against them. Our only recourse will be to establish a dictator or series of dictators to settle all debatable questions for us.

"Both teachers and students in the public high schools and colleges today are seeking the truth. They are not propagandists. They refuse to become excited even when the theory of evolution is under discussion. They want all the evidence. Not one really good teacher anywhere will try to force a student to believe or disbelieve any conclusion that cannot be demonstrated.

"To decide by a majority vote of the people or of the legislature that any of these questions shall not be investigated would be folly. It would prove beyond a doubt the alleged asininity of our part of the human race. Left to a majority vote, Christianity would never have got out of Jerusalem, and every major scientific discovery would have been lost. Any law that denies its people anywhere access to available information, through their public school teachers or otherwise, is a law that points in the direction of political and economic slavery."

Consolidation, Wise and Otherwise

By A. E. WINSHIP, Editor

It is a tragedy to have consolidated schools created in the assumption that there is some magic in a consolidation of rural schools.

Consolidation is a means and not an end in education. It is a civic as well as a professional crime to bond country districts for an expensive consolidated plant that is left to shift for itself.

In Colorado, consolidation, thanks to C. G. Sargent and Charles A. Lory, has always been a noble success. The Agricultural College at Fort Collins, with President Lory and Dean Sargent, has never promoted a consolidated unit that they have not nursed and followed up ever after. There has never been a failure of a consolidated school in Colorado. There has never been anything approaching a successful opposition wherever there has been a consolidation; none has been jeopardized by its enemies.

Messrs. Lory and Sargent have never been responsible for consolidation until the community was able and ready to put in charge of it an adequately salaried superintendent who had been educated for that job, who had the personality desirable for the position and whose wife was in full sympathy with him in his work.

No consolidated school can prosper without the right kind of a superintendent, with the right kind of a wife, with the right preparation for that service. No consolidated school can succeed with a superintendent who is not more than willing to live in the house and with the garden provided, seven days in the week, and practically twelve months in the year.

Frequent change of superintendents will make the success of a consolidated school impossible. He must be the leader of the teachers, of the young people, of the entire community. He must be a good mixer, always on the square, always commanding the respect and admiration of the community.

We have never known Messrs. Lory and Sargent to fail to find that kind of a man for every consolidated school in Colorado and that is why we have never known a consolidated school in that state to go wrong.

There is no magic in consolidation, but it is a glorious opportunity to make the entire consolidated district prosperous and harmonious, with a morale that inspires young people to make the most of themselves for the advantage of their family and for the community.

A consolidated district can get more and better education, more and better social, civic and industrial influences for the same money than is had in any other way, but a consolidated district is a "complex" which requires high art and great skill for its successful management.

Socialized Definition of Education

Education is to the problems of humanity what the rainbow is to the clouds that produce it. The rainbow is nature's way of announcing its triumph over cloudland. It is the smile of the sun as it makes each of the millions of vanishing rain drops contribute some hue, tint or tone to the most wonderful demonstration of creative science and art. So education is God's way of solving the problems of humanity by having each learn how to contribute some personal hue, tint or tone to the promise of the life eternal.—A. E. Winship.

Book Table

BRITISH POLITICS IN TRANSITION. By Edward McChesney Sait, Ph.D., University of California, and David P. Barrows, Ph.D., LL.D., formerly president of the University of California. Cloth. 319 pages. Yonkers-on-Hudson, New York, and 2126 Prairie avenue, Chicago: The World Book Company.

It is of the utmost importance that American students be adequately familiar with situations, which are ever changing in Great Britain.

The political responsibilities of the British people are so exceptional that their conduct of public affairs is a perpetual succession of compromises, adjustments and innovations. Far-reaching changes frequently take place without actual modification of the word of the law. In no country is actual government quite as it is described in organic statutes, but in the case of England and the British Empire the letter of the law and the established practice are frequently contradictory. If the student is to acquire a proper technique, if his judgment is to be trained, as it should be trained, he must study government not as it has been, or even as it is, but as it is coming to be. Politics looks essentially to the future; its task is to estimate what is coming. While the achievements of governments and of political parties bulk large in historical works, the methods of the historian and of the student of politics are distinct. The historian has the advantage of studying social movements that have reached their termination or attained a certain stability. He can study his subject thoroughly and with leisure. The student of politics has not these advantages. He is occupied with social movements that are in progress, perhaps reaching their crises. The outcome is conjectural. His materials are never adequate or complete. Much that is presented to him is false or distorted by political motives. A great deal that takes place in politics is concealed from ordinary observation.

EDUCATIONAL YEAR BOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1924. Edited by I. L. Kandel, Ph. D. Cloth. 650 pages. New York: The Macmillan Company.

The International Institute of Teachers College, Columbia University, was established in 1923 to carry out the following objects: (1) to give special assistance and guidance to the increasing body of foreign students in Teachers College; (2) to conduct investigations into educational conditions, movements, and tendencies of foreign countries; (3) to make the results of such investigations available to students of education in the United States and elsewhere in the hope that such pooling of information will help to promote and advance the cause of education.

The members of the staff of the International Institute who at the same time are members of the University faculty are: Paul Monroe, Ph.D., LL.D., William F. Russell, Ph.D., I. L. Kandel, Ph.D., Thomas Alexander, Ph.D., Lester M. Wilson, Ph.D.

It is the first time in many a day that we could say that a given educational book is entirely different from any ever published before, and at the same time more important in its field than any that will be prepared by any other body of authors, but this can safely be said of the "Educational Year Book of the International Institute of Teachers College, Columbia University."

Never before has there been money available for any such study of educational conditions in Australia, Bulgaria, China, Czechoslovakia, South Africa, Norway, Italy as well as of England, France, Germany and the United States.

In addition to a vast amount of information never before available in any one book there is important material —175 pages—on "The Problem of Method" in England, Germany, and the United States.

FUCINI : NOVELLE E POESIE. Edited, with introduction, bibliography, notes, and vocabulary, by Henry Furst, D. Litt., Director of the Department of Romance Languages in the Rinascenza Institute, Rome. Cloth. 171 pages. Price, $1.40 net. Chicago: University of Chicago Press.

This is the ninth volume of the "University of Chicago Italian Series," under the general editorship of Professor Ernest Hatch Wilkins. Dr. Furst, the editor (formerly secretary to d'Annunzio) has selected five stories from Fucini's "Le veglie di Neri," six from "All' aria aperta," about ten pages of extracts from "Napoli a occhio nudo," and three poems, giving a well-rounded collection of representative specimens of Fucini's work. Simple and unassuming in style, Renato Fucini nevertheless had what Dr. Furst calls "an exquisite technique," and one needs but read these selections to realize Fucini's consummate artistry. The editor has provided a brief introduction, a select bibliography of books and articles about Fucini, full notes, and the usual vocabulary. In accordance with the system adopted in the other books of the series, the quality of the vowels and of "s" and "z," as well as the place of the stress, will be found indicated typographically in the vocabulary.

The volume makes excellent reading in the second semester of the first year's work in Italian.

NEW FIRST COURSE IN ALGEBRA. By Herbert E. Hawkes, Ph. D., Columbia University; William A. Luby, Junior College, Kansas City, and Frank C. Touton, Ph. D., University of Southern California. Cloth. 360 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The new zeal for Algebra, in junior high schools especially, is producing many subject method adventures which are highly interesting. To those of us who taught Algebra more than half a century ago, who had a real passion for mathematics and have watched the modifications from decade to decade, it is really mighty interesting to see the present tidal wave of improvement in the excitement of textbook making in Algebra.

Who would have dreamed, a few years ago, that a publisher that already had several texts on Algebra by recognized masters of the science would combine experts from Los Angeles, Kansas City and New York in the making a "New First Course in Algebra."

It is merely a notable demonstration that enterprising publishers are keenly alive to the desirability of having the latest thought on the Pacific Coast, in the Middle West and on the Atlantic Coast even in the teaching of a subject as naturally traditional as Algebra.

It is exceedingly interesting to note the ingenuity with which problems can be multiplied indefinitely in automobile running, in aëroplaning, in hardware packing, in modern machine work, the various rates in tourist tickets, all sorts of investments in stocks and bonds and the profit and loss.

For instance, here is a sample of an Algebraic problem: "A four per cent. investment yields annually just as much as one at five per cent. If the sum of the investment is $2,700, find each."

AMERICAN CITIZENSHIP: A series of addresses given over the radio by John W. Davis, Philip Cook, Albert C. Ritchie, Luther B. Wilson and Charles E. Hughes, under the auspices of the American Bar Association. Introduction by Josiah Marvel. 96 pages. New York: Thomas Y. Crowell Company.

These are five addresses in June, 1925, by special arrangement of the American Bar Association, because at the annual meeting of the association they agreed that too much stress is laid upon the force of law and not enough on the force of personal judgment and the teaching of good citizenship.

Each speaker, in his own way, pointed out that the basis of our Federal Government is individual liberty and state responsibility, subject only to the powers of Federal Government sufficient to meet national needs.

An introduction is supplied by Josiah Marvel, chairman of the committee. It is a noteworthy service on the part of both committee and publishers.

THE CONTEMPORARY DRAMA OF ITALY. By Lander MacClintock, Ph. D. Cloth. 321 pages. Price, $2.50 net. Boston: Little, Brown and Company.

This is a recent addition to the Contemporary Drama Series, edited by Richard Burton, which includes studies of the contemporary drama of England (by Thomas H. Dickinson), of France (by Frank W. Chandler), of Ireland (by Ernest Boyd), of Russia (by Leo Weiner), and the present volume. As in the other volumes of the series, an attempt is made to give a general picture of recent and contemporary dramatic activity, with emphasis upon a few outstanding movements and men. Professor MacClintock has done his task with scholarship and good judgment. He has not tried to exhaust the subject—that would require a volume many times the size of the one at his disposal—but rather to suggest lines of thought and study which the reader may develop if so inclined, and at the same time to give the salient facts that those who consult a book with such a title have every right to expect. The first thirty-five pages are devoted to a brief sketch of the foundations of Italian drama, going back to the "commedia dell' arte" and tracing the influence of Goldoni, greatest of Italian comedy-writers—the Italian Molière—and Alfieri, greatest writer of tragedies, whose influence is still strong in such verse tragedies in poetic mould as D'Annunzio's "Francesca da Rimini" and Benelli's "L'Amore dei Tre Re"—the latter known to every lover of grand opera in its operatic setting. Attention is also given to the great Manzoni and other figures of the first half and later portion of the nineteenth century. The contemporary drama proper begins with Giuseppe Giacosa, whose "Una Partita a Scacchi" (A Game of Chess) is still a popular favorite in Italy and much read in Italian classes in this country, with his "Tristi Amori" as a close second. There follow chapters on "The Early Realists," with emphasis on Giovanni Verga, whose "Cavalleria Rusticana" set to music by Mascagni has taken the world by storm; Gerolamo Rovetta, author of "Roticismo"; and Marco Praga, author of "Le Vergini" (The Virgins) and "La Moglie Ideale" (The Ideal Wife); on Gabriele D'Annunzio, that marvel of brilliance and eccentricity—poet, playwright, novelist, publicity-seeker and genius; "The Later Realists" (Butti, Fogazzaro, the Antona-Traversi brothers, etc.); and Roberto Bracco, whose "The Unfaithful Woman" has been presented in this country by Nazimova and in France by Mme. Réjane, and who has given us also "Il Piccolo Santo" (The Little Saint). Dr. MacClintock then discusses "Actors and Acting," "The Popular Theatre," and "The Dialect Theatre," and goes on to consideration of the younger dramatists, such as Sem Benelli, Pirandello (just now enjoying a notable popularity in America), and Novelli. A final chapter discusses "Futurism and Other Isms." Like the other volumes of the series, "The Contemporary Drama of Italy" pays particular attention to the bibliographical aspect of the subject; some forty pages are devoted to lists of plays and references to books and articles about plays and playwrights. A full index is provided.

THE SCIENCE OF BIOLOGY. An Introductory Study. By George G. Scott, Ph. D., College of the City of New York. Cloth. Illustrated. 610 pages. New York: Thomas Y. Crowell Company.

Here is a text on Biology that has man, the human animal, in mind from the first trace of vegetable life up through the lowest animal life. The first seven words in the Bible have great significance: "In the beginning God created the heavens." There are literally billions of worlds in the heavens, and there can be no life on any of those blazing worlds. If there is life anywhere except on the earth—"The earth is the Lord's and the fullness thereof, the world and they that dwell therein,"—it must be on some planet and, so far as is known, there is no life even on any other planet of our solar system.

Some early form of life was many years ago, at first very low grade of plant life, then animal life of a very low grade, then animals with a spine, then animals that feed on the mother's milk, then intelligent life, then civilized life, then religious life.

Biology is a big word, reaching through millions of years from the first flutter of life in the first plant that ever had life up to men with the genius of inventors, artists, musicians, statesmen, and heroes, with the devotion and spiritual leadership of the Man of Galilee, and Dr. George G. Scott presents the whole range of Biology so scientifically and reverently that it is invaluable as a book to be in the hands of students especially at this time.

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TREND OF THE TIMES

Italy Accepts Most Liberal Debt Terms

The Italian and American debt commissions have agreed upon a basis of settlement for Italy's war debt to the United States. The terms accorded to Italy are the most favorable granted to any government. The principal is placed at $2,042,000,000, this being made up of the $1,648,000,000 originally borrowed, plus interest at 4½ per cent. to December, 1922, the date of the British settlement. For the future, Italy's rate of interest is very low, starting at ⅛ of one per cent. and increasing gradually to two per cent., the average being less than one per cent.

The rate paid our government by Great Britain is 3½ per cent. The reason for leniency to Italy was not favoritism but the estimated ability of Italy to pay. The American commissioners took into consideration the fact that Italy's natural resources are meagre—that she must depend upon imported coal, copper and other raw materials.

The Italian emissary, Signor Giuseppi Volpi, accepted the first formal offer of the American commission headed by Secretary of the Treasury Andrew W. Mellon. There was no haggling. In practice, the Italian government will commence by paying $5,000,000 in 1926 and will increase the payment each year until the end of a sixty-two-year period, when the final payment will be $80,000,000.

A tentative five-year arrangement has been made with France, which, however, may give place to a permanent arrangement if France decides to reopen negotiations in the near future. Aside from France, only Roumania and Serbia remain with war debts outstanding, unless we count Russia and Armenia, the Armenian government having gone out of existence and the Russian having repudiated the debts of the czarist regime.

Big Army Idle; May Have to Fight

Foreigners arriving in Pekin, China, from the province of Honan, report that the governor of the province has a serious problem in what to do with his 300,000 poorly fed and ill-disciplined troops that are idle. Conditions in the province are bad as the people are suffering from requisitions by the military, heavy taxation, looting by the soldiers and depredations by bandits. Drastic methods are being used to keep the population under control. Although the governor is said to desire peace, he may be forced to take part in the civil war and attack the neighboring provinces in order to get rid of his superfluous troops. The troops have not been paid for a long time and most of them are still in summer clothing as winter uniforms are not available.

Armistice Day Went Badly in Boston

Boston's Armistice Day celebration was marred by refusal of American Legion posts and military units to join in the parade, because of the presence in line of several alleged "red" organizations which were believed to be turning the holiday to ultra-pacifist purposes. The legioners held exercises of their own in the forenoon, and their officers later witnessed the parade from the reviewing stand of Governor Fuller.

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68 Missing in British Submarine

Recent sinking of the United States submarine S-51 with loss of twenty-four lives has been paralleled by the loss of the British undersea boat M-1, which dived into the British Channel off Start Point, November 12, and failed to come up. There were sixty-eight persons on board.

A Move Toward Welding New England

Representatives of several hundred organizations met in Worcester, Mass., last week, to effect a permanent organization to effect a greater solidarity of the six New England states. A committee of seventy-two citizens, twelve from each state, will act as a permanent organization. The delegates considered such problems as power, agriculture and marketing.

Train Wreck on Pennsylvania Railroad

A rear-end collision on the Pennsylvania railroad at Plainsboro, N. J., November 12, was peculiar in that the impact of the oncoming locomotive drove the rear coach of the train ahead against the next-to-last car in such manner as to ruin the rear car, causing ten or more deaths and many injuries, while the passengers in the forward car were not hurt nor the windows broken.

It was a foggy night and the engineer of the second train claims he did not see the first block signal. When he did see a signal, together with flares on the track, placed as an additional warning, he was unable to apply his brakes in time to avoid hitting the express ahead, which was moving slowly.

The Pennsylvania road has enjoyed a splendid reputation for safety and its employees have co-operated remarkably in accident prevention. Sometimes the human factor will fail, however. This latest accident is an argument for automatic train stops, such as the Pennsylvania has on certain parts of its system, but evidently did not have at this point.

Suggests Canada Create Great Lake

An outline of his plan for the creation of a "sixth great lake" in northern Ontario for the purpose of overcoming Chicago's diversion of the waters of Lake Michigan was placed before the boards of trade and chambers of commerce of Ontario by C. Lorne Campbell of Toronto. The proposal, in brief, is for the building of two dams across the Albany and Ogoki rivers and turning the waters away from James and Hudson bays and into Lake Nigipon. This, Campbell said, would create a lake twice the size of Lake Ontario. An area of 18,000 square miles would be submerged. The cost of the project is figured at approximately $200,000,000.

Germany Observes Umbrella Anniversary

German newspapers have observed the 175th anniversary of the introduction of the umbrella in Europe by publishing historical accounts of how Jonas Hanway, English traveler and philanthropist, startled London on a rainy day, October 28, 1750, by hoisting an umbrella he had brought from China. Experimented with for ages, the umbrella is substantially the same today as it was then, although a Paris contraption in 1773 had a lightning rod, and a German contrivance in 1862 had glass windows, and a still later adaptation was fitted with electric lights. The Heidelberg Institute in 1618 showed a figure with a parasol but no one conceived the idea for a rain umbrella.

New Big Liners To Link Coasts

The International Mercantile Marine of New York recently placed an order with the Newport News Shipbuilding and Dry Dock Company for construction of a larger liner than any heretofore built in the United States. This vessel is the first of three which will be placed in the intercoastal service between New York and San Francisco via Havana and the Panama Canal, under the house flag of the Panama-Pacific Line, a subsidiary of the I. M. M. Shipping experts estimate the cost of the three proposed liners at about $21,000,000. The new ship, a passenger liner, is to be one of 22,000 tons gross register, with a speed of eighteen knots. She will be the most luxurious ship ever constructed in American yards and will have among other improvements a new type of propelling machinery known as the turbo-electric drive. There will be capacious refrigerators for carrying California fresh fruits. The vessel is expected to be ready for delivery in the fall of 1927.

Ex-Kaiser to Be Richest German

Negotiations between representatives of the former Kaiser and the Prussian Government over Hohenzollern property are confidently expected to be completed within a very short time. The ex-Kaiser will have a fortune of about $300,000,000. His annual income from his huge estates and forests will be nearly $2,000,000. This would make him the richest German and one of the richest men in Europe. He is to retain one of the palaces on Unter-den-Linden in Berlin, but he will have no right to live in it. Although he had been at odds with the Prussian Government for five years, no attempt was made to uphold confiscation of his property.

Autos Outgrow Detroit Streets

Detroit's thoroughfares are choked with machines—flivvers by the ten thousands, trucks, passenger cars of every description, jitneys and motor busses. The automobile industry has made Detroit. It also has created serious problems. Subways, elevated structures, wider streets, stringent parking regulations—all have been suggested as panaceas. For two years past street widening has been in progress, but it has not kept up with traffic increase. In the meantime the situation becomes more acute. Where to put a car is more of a problem to many than raising the revenue to buy it. Garage shortages in many sections have worked to increase all night parking at curbs. A master plan has been evolved entailing the expenditure within the next fifteen years of $100,000,000 for new thoroughfares and the widening of many existing arteries.

Elman Buys $50,000 Violin

Mischa Elman, the violinist, has bought a Stradivarius which he says will be the finest in the United States and is equaled only by a few in Europe. It cost him $50,000, and he says that he knows its history from the time it was manufactured in the year 1717. Elman said it belonged to the collection of Mme. Recamier, a celebrated French leader of society, who was exiled from Paris by Napoleon.

Huge Budget for Factory Research

Approximately $35,000,000 is being spent annually by American manufacturers in research work, the United States Chamber of Commerce estimates, and probably $500,000,000 annually is being saved in the conduct of industry as a result. The National Canners' Association reported $120,000 as its annual research budget. The Portland Cement and the National Lime Associations each accounted for $100,000. Heavy permanent investments in laboratories also were reported.

Piracy in Patents Blamed on Dry Law

A curious kick-back of the Volstead law on business was noted in Chicago recently. The Federal courts are so crowded with liquor cases that patent litigation is being delayed. Patent piracy is said to be flourishing as never before because of court delays, and the general disrespect for laws and property rights which the Volstead law and its enforcement are said to have inspired. These complaints are made by responsible heads of industries which are being kept in a chaotic state because of the patent controversies.

Small Island Defies England

The tiny island of Jersey, in the English channel, invoking history, defies the great British Empire. The islanders recognize King George V as their ruler, but they repudiate Parliament and will pay no income or excise taxes. The Duke of Atholl, as commissioner, has just asked them to contribute $1,750,000 a year to the British treasury, but they have refused. Jersey belonged to Normandy in 1066, when Duke William of Normandy conquered England and made himself king. His descendants lost Normandy, but hung on to the Channel islands, of which Jersey is one. Since George V is King of England by right of descent from William the Conqueror, the Jersey islanders recognize him as their Duke, but they deny that William's conquest of England could make his original domain part of that conquered province. Rather, they say, England is a vassal of Jersey. So far, they have been successful in their resistance.

Wales' First Fall Off Horse This Season

On November 3 the Prince of Wales took his first tumble from horseback since returning to England from his South African and South American journey. The fall came in the course of an exciting fox hunt, when the prince's horse failed to take an awkward fence. The Prince was not injured.

Australia To Try Compulsory Voting

With adult suffrage for both sexes and preferential voting now past the experimental stage, Australia now turns to her latest innovation, the compulsory voting act, which she is to enforce in the coming elections on November 14. The success or failure of the compulsory voting act will decide whether or not Australia is to carry on the intended deportation of Bolshevist agitators and sympathizers who were responsible for the recent seamen's strike.

Artificial silk was invented in 1884 by a Frenchman, Count Hilaire de Chardonnet, following an accident to a flagon of collodion used for photography. On the following day the Count found that the collodion had solidified and formed a number of fine threads resembling silk.

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EDUCATION IN ACTION

Williams Bans Autos for Lower Classmen

After January 1, 1926, freshmen and sophomores at Williams will not be allowed to keep or operate automobiles in Williamstown, and the privilege will be extended to upperclassmen only after written permission from their parents has been received by the administration. This action has been taken by the dean and faculty after careful consideration of conditions. Similar steps have been taken by other colleges. Princeton was one of the first of the Eastern colleges to frown upon the practice, while Smith, Wellesley and a number of other New England institutions have followed suit.

Platoon Plan Is More Widely Accepted

Ninety-nine cities in thirty-two states have one or more schools organized according to the work-study-play or platoon plan. Wheeling, W. Va., has nearly completed the erection of a new platoon school building and will start its first platoon school. The platoon form of school organization has just been put into effect in all the grade schools of Ellwood City, Pa. Other cities expecting to organize schools on the work-study-play plan during the coming year are Memphis, Tenn., Eaton, O., Fairmont, W. Va., and Waltham, Mass. During the past year the Department of the Interior, Bureau of Education, has received requests from every state in the Union except three for information about the platoon plan.

College Board Offers Intelligence Test

Beginning next June psychological or intelligence tests will be given officially for the first time by the College Entrance Examination Board. This decision was reached by representatives of forty American colleges and universities and numerous secondary schools comprising the board before the close of their annual meeting at Columbia University. Professor Carl Brigham of Princeton University was named chairman of a committee of psychologists who will prepare and conduct the tests. Other members of the committee are: Professor Roswell P. Angier of Yale, Professor Andrew H. MacPhail of Brown, Professor David C. Rogers of Smith College, and Professor Charles L. Stone of Dartmouth College. President Mary E. Woolley of Mount Holyoke College was re-elected chairman of the board.

Reasoning Habit Found in Chimpanzee

A short time ago the Journal of Education stated that two Yale professors, Dr. Robert M. Yerkes and Dr. Harold C. Bingham, were conducting, at the former's summer home in Franklin, N. H., experiments relating to animal mental development and capacity. Two chimpanzees, believed to be about three years old, were the subjects. An announcement of early results, made by Dr. Yerkes, states that it was discovered by scientific tests, that the chimpanzee can readily solve some problems which are difficult for bright children of two to four years old. One of the tests consists in fastening to the floor a long-necked bottle containing a piece of a banana. In another part of the room is placed a piece of wire with a hooked end The problem is to see whether they will figure out the connection between the wire and bottle to obtain the piece of banana. Dr. Yerkes said that many of the tests are negative, but that they got some positive results. He added that bright children failed to solve some of the same problems. The chimpanzees have been taught table manners and they conduct themselves creditably at meal time.

Trained Organizer for Pre-School Study Circles

Employment of a trained worker to organize pre-school study circles for parents in Georgia gives evidence of the success of this work which has been for several years under the guidance and support of parent-teacher associations. The pre-school study circle seems to be the logical agency in which parents may learn how to prepare their children for school life. These circles in Georgia have been so beneficial to the parents that the Laura Spelman Memorial of the Rockefeller Foundation has made the employment of a trained educator possible through a gift.

Montreal Has Two Distinct School Boards

There are in Montreal two separate and distinct school boards, one composed entirely of Catholic members and the other wholly of Protestants. Nowhere in the world does there exist a parallel to the public school situation there. The taxpayers of the town are divided into two classes—Catholics and Protestants. The Catholics are assessed by the Catholic board for support of the Catholic schools, while the Protestants are assessed by the Protestant board for the Protestant schools. For school purposes in Montreal the Jews, of whom there are a large and steadily increasing number, are considered as Protestants. This dual system of public schools operates without friction and upon the whole with satisfaction to both sides.

Urge Eye Tests For All Pupils

Three million school children in the United States, or one-eighth of the entire school population, are handicapped in their education by defective eyesight, according to a report sent by the national committee for the prevention of blindness to every city, state and county school superintendent in the country. The letter urges that a uniform law for the examination of the eyes of school children be adopted by all states and cities. The report is the result of more than a year's exhaustive study made by a joint committee of the National Education Association and the American Medical Association, with the cooperation of the national committee for the prevention of blindness. This study was under the direction of Dr. Thomas D. Wood, of Columbia University.

French Universities Moving Forward Rapidly

French universities are enjoying a phenomenal revival following the war, and fellowship between American and European institutions of higher learning is increasing, in the opinion of Professor E. M. Chamot of the department of optical chemistry at Cornell, who has just returned from an extended mission abroad. Representing a group of seven universities—including Harvard, Yale, Columbia, Massachusetts Institute of Technology, University of Pennsylvania, Johns Hopkins and Cornell—Professor Chamot's mission in France was to foster co-operation between American and French universities, and to place before the students in France the advantages to be gained from graduate study in the United States.

College Military Training Predicted Century Ago

A prediction one hundred years ago that military training would become common to many schools and colleges, just as is the case today under the National Defence act, by which R. O. T. C. units have been established, is revealed in a century-old newspaper presented to Norwich University, Northfield, Vt., by an alumnus, Lieutenant Paul C. Parshley, '21, of the United States Army. The old paper, issued as the Middlesex Gazette in Middletown, Conn., September 1, 1824, carries an article written by a correspondent following a visit to Norwich University, located at that time in Norwich, Vt. Founded in 1819, the institution then was still in its infancy.

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Bowdoin College Given Arctic Flags

Commander Donald B. MacMillan has presented his alma mater, Bowdoin College, Brunswick, Maine, with a Bowdoin flag and a beautiful silk American flag which he carried with him by aeroplane on two of the longest flights taken by the planes on his expeditions. The flags were carried across Smith Sound from Etah, North Greenland, and over the mountains of Ellsmere Land, at a height of 7,000 feet to Bay Fiord, eleven degrees from the Pole. This is territory never traveled by man and impassable by dog teams. The flags have been placed with two Bowdoin flags previously given the college by MacMillan. These flags were carried on extensive sledge trips where the flags of no other college have ever gone.

—

Doomed to Earn More College Degrees

David "Slim" Goldstein, A. B., A. M., B. S., M. S., and now a Law School sophomore, made an ill-advised wager in 1921, as a senior in Columbia University, with a Cornell man, that Columbia would win the football game that year against Cornell. The forfeit provided that the loser remain in his school until his university won. Columbia lost to Cornell five years in succession, including this year, and as a consequence Goldstein has four degrees and is now well on his way for an LL.B. At the offices of Columbia University a cynical clerk stated that fortunately Columbia has enough courses to engage Goldstein until Cornell was beaten.

—

Fortune to Pupils Whose Cents Started It

The school children whose cents, spent in his candy store, had formed the basis of his fortune, were the beneficiaries of the estate of more than $100,000 left by John W. Underhill, aged negro, under his will filed recently for probate in Mays Landing, N. J. Underhill, who made a fortune in real estate, lived in a two-room shack until his death. His money was left to the local school board with the instruction, "Spend it so that the children will enjoy the fruits of my labor."

—

Hurl 20,000 Bad Eggs in University Polling

Austen Chamberlain scored a new triumph when he was elected by the students of Glasgow University recently to be Lord Rector for the coming year. The election produced a record "rag." Twenty thousand eggs of ancient vintage and uncertain pedigree had been stored near the polling booths in the college campus, and several tons of peasemeal, a great quantity of soot and a fine selection of codheads and overripe herrings were brought up by truckloads. To vote meant to face a barrage of mixed eggs, herrings and peasemeal, and the electors as they appeared were first covered with a species of omelette and then had to indulge in personal wrestling matches with earnest advocates of the other parties. Four students were reported severely hurt in the struggle and were taken to the hospital.

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Miss May Ventioner, Lenora, Okla., wrote: "I think the T. C. U. is a great thing for teachers. There is nothing to lose, for if you are not sick you are winner, and if you are, you get pay. I have been a member of the T. C. U. over two years and I think it's wonderful."

J. M. Hammond, Principal Washington School, Sandpoint, Idaho, wrote: "It is a great feeling of security to know that if sickness or accident overtakes me, the T. C. U. at once becomes paymaster, affording ample means for myself and family until health is restored."

Miss Ina E. Gittings, Tucson, Ariz., wrote: "There is no investment so assuring and so reasonable as this. The T. C. U. are entirely friendly and do not try to evade their responsibilities."

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GRINS BETWEEN GRINDS

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"How did you get on with spelling?" Harry's mother asked him, after his first day at school. "You look so pleased that I'm sure you did well."

"No'm, I couldn't spell much of anything," admitted Harry; "and I couldn't remember the arithmetic very well, nor the geography."

The mother showed her disappointment, but Harry had consolation in reserve.

"But that's no matter, mother," he said; "the boys all like me, and I've got the biggest feet in class!"

Father's Brains

"Two men got into a fight in front of the bank today," said a man at the family table, "and I tell you it looked pretty bad for one of them. The bigger one seized a huge stick and brandished it. I felt that he was going to knock the other fellow's brains out, and I jumped in between them."

The family had listened with rapt attention, and as he paused in his narrative the young heir, whose respect for his father's bravery is immeasurable, proudly remarked:—

"He couldn't knock any brains out of you, could he, father?"

Arithmetic

"Father," said the small boy, "what is an improper fraction?"

"An improper fraction, my son, is the portion a grafter insists on taking before he will let a contract go through.

"Write Like the Dickens"

An Oriental paper, having an English section, printed the following notice:—

"The news of English we tell the latest. Writ in perfectly style and most earliest. Do a murder commit, we hear of and tell it. Do a mighty chief die, we publish it and in border somber. Staff has each one been colleged and write like the Kipling and the Dickens. We circle every town and extortionate not for advertisements."

Easily Explained

A physician was giving an informal talk on physiology—"Also," he remarked, "It has been found that the human body contains sulphur!"

"Sulphur?" exclaimed one of the girl students. "And how much sulphur is there in a girl's body?"

"Oh, the amount varies," said the doctor, smiling, "according to the girl."

"Ah," said the girl. "And that is why some of us make better matches than others?"

Applying His Learning

Father (at table)—"Well, Johnny, how did you get along at school today?"

Johnny — "Papa, my physiology book says conversation at meals should be of a pleasant character. Let's talk about something else."—Stray Stories.

The Old Ones Are the Best

One of the census men called at the home of a workingman in New York, noted in his neighborhood as a great reader and a wiseacre for statistics. He found the man pouring over an encyclopedia.

"How many children have you?" asked the census taker.

"I have just three—and that's all there will be too," replied the man, looking up from the book of knowledge.

"All right, but why so positive?"

"According to this book here," said the man with deadly seriousness, "every fourth child born in the world is a Chinaman."

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Pavlowa Decries American Public Dances

Anna Pavlowa, in an interview at Manchester, England, recently, declared that she could find neither melody, grace nor beauty in jazz or modern dancing. The music, she said, is more awful than the dancing. Her dancing partner, Laurent Novikoff, shared her views and added that the worst public dancing was to be seen in America. He was not sure whether this was due to prohibition. He stated that the present dances are good for the public as far as exercise and physical recreation are concerned, but as they are done they cannot have a good effect on the community, especially the younger set.

Boundary Causes Ecuador-Colombia Break

The newspaper El Diario of Panama, C. Z., has published a dispatch from Guayaquil announcing the severance of diplomatic relations between Ecuador and Colombia and the recall of the Ecuadorian minister from Bogota. The action is attributed to the ratification by the Colombian Congress of a boundary treaty between Peru and Colombia in the face of Ecuadorian protests against the cession of land involved. The territory, which lies in the Amazon Valley, is stated by Ecuadorians in Panama to be part of a parcel ceded to Colombia by Ecuador on condition that it should not be disposed of by Colombia except by its return to Ecuador.

Motor Exhaust Gas Not a Peril in Streets

No serious effects from carbon monoxide poisoning have resulted from automobile exhaust fumes in congested traffic districts of New York City according to Health Commissioner Managhan. Two Yale University investigators, Professor Yandell Henderson and Dr. Howard W. Haggard, reported that the condition of the air on some of New York streets has often verged upon the danger line. Analyses of the air were made by the late Dr. Joseph Shears in the Health Department laboratories and upon his death were continued by his assistant. Further tests will be made, Commissioner Managhan said.

U. S. Exports Fish Bait, Imports Broken Glass

Many unusual articles are included in the country's foreign trade, a survey made public by the Merchants' Association shows. Among the things bought in the United States for shipment overseas are horse meat, fish bait, equipment for crematories, and pocket-size radio sets. Foreign shippers have furnished for importation teasles, shark skins, fly paper, tombstones, old bottles and broken glass.

Desert Sheiks Adopt Horn-Rim Spectacles

Cecil Roberts, English novelist, upon his return to London from a trip to Africa in search of romance, stated American influence in Tunis had caused sheiks to wear horn-rimmed spectacles. Some of them ride in itinerant motors and some array themselves in Oxford "bags" and many-toned English socks. Mr. Roberts said he found that the only sheik dressed as a sheik had been equipped by an American motion picture outfit.

MEETINGS TO BE HELD

NOVEMBER

19-20-21: Arizona Education Association at Tucson.
23-24-25: At Flagstaff.
23-24-25: At Globe.
23-24-25: At Phoenix.
20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.
23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.
23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.
24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.
24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.
25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.
26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.
26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.
27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.
27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.
27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

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28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Association of University Professors, Chicago, Ill. Professor H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

28-29: American Association of Teachers of Spanish, Columbus, Ohio. William M. Barlow, 302 Stanley avenue, Tompkinsville, New York.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

29-30: American Linguistic Society, Chicago, Illinois. Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: The Pennsylvania State Education Association, Scranton, President, Miss Jessie Gray, Philadelphia.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

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